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ABSTRACT

Designed to aid middle school-aged students to understand better the problems illegal drugs pose for schools, and to provide students with an opportunity to come up with solutions, this illustrated curriculum guide helps students examine the problem of drugs in an imaginary school called Jackson Middle School. Students are asked to work with other members of their class to develop a plan to deal with the problem of drugs in that school. The lessons included in the curriculum are: (1) What is your opinion about the use of illegal drugs? (2) How serious is the drug problem at Jackson Middle School? (3) What can you learn from newspapers about the national drug problem? (4) How serious is the national drug problem? (5) What makes a good rule? (6) What should be considered in creating a plan to solve the drug problem? and (7) How can your class develop a plan for solving the drug problem at Jackson Middle School? (DB)

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Second Edition

Drugs in the Schools

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Exercises in Participation Series

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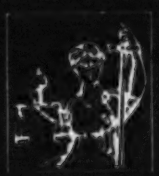

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Drugs in the Schools

Exercises in Participation Series

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How can you help deal with the problem of drugs in the schools?

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Introduction

This book is designed to help you better understand one of the most important problems facing our schools today: DRUGS. Hundreds of schools and thousands of students in our nation have a problem with drugs. It is important for all of us to understand the problem. It is even more important for us to think of good ways to deal with it.

This book does not just help you get a better understanding of the problem of drugs in the schools; it provides you with an opportunity to come up with solutions.

You will examine the problem of drugs in an imaginary school called Jackson Middle School. You will be asked to work with other members of your class to develop a plan to deal with the problem of drugs in that school. After completing your plan, you may be given an opportunity to explain it to your school principal and other people who are responsible for dealing with the problem of drugs in your community.

The goal of this program is to give you practice in exercising one of the most important rights you have. It is your right to examine problems in our society and to express your ideas about how they should be solved. It is your responsibility to be well informed about these problems and to work cooperatively with others to help solve them.

1 What is your opinion about the use of illegal drugs?

Before studying the problem of illegal drugs in Jackson Middle School, let's examine and discuss your opinion about the use of illegal drugs. The following exercise will help you accomplish this goal.

1. In the space below, write what you think about the use of illegal drugs. You will be asked to share your opinion with other students in your class.

2. Next, circle the word or words below that most closely relate to what you have written about the use of illegal drugs.

health	friends	religion
fun	law	popularity
money	family	other

3. Your class should now be divided into groups of three to five students each. Students in each group should explain why they chose the words they did. Members of the group should then try to reach an agreement on which word or words are most closely related to what they think about the use of illegal drugs.

4. Each student should then write a summary of his or her group's discussion in the space provided below. Be prepared to summarize your group's discussion for the rest of the class.

_____

_____

_____

_____

_____

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_____

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_____

_____

_____

5. One or more persons from each group should explain their group's discussion and opinions. Students from other groups may question or comment on these reports.

6. If any word on the chart has not been chosen by members of the class, see if you can give the point of view of someone who might have chosen that word.

7. Do you think it is important to deal with the issue of drugs in schools? Write a short paragraph giving your point of view.

Reviewing and using the lesson

1. What did you learn about different points of view concerning the use of illegal drugs?

2. In what way, if any, did your opinion change as a result of this exercise?

How serious is the drug problem at Jackson Middle School?

You have discussed what you and other students think about the use of illegal drugs. Drug use in our schools is a national problem. Let's look at the problem of drug use in Jackson Middle School.

Jackson Middle School is an imaginary school. It may or may not be like your school. However, the problems with drugs at Jackson Middle School exist in many schools throughout the United States.

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Read the following story about Jackson Middle School. After you have read the story, your teacher will assign you a partner. You and your partner should then work together to complete the tasks listed at the end of the story under the heading, "Examining the effects of the problem."

Jackson Middle School's problem

It has not been a good year for Jackson Middle School and its principal, Ms. Christine Sage. Over the past six months, student involvement with drugs has become a major problem. Here is what happened.

August: As school opened, teachers and students heard that Allison Barnes had died the week before school started. Her death was caused by her use of "crack," a powerful form of cocaine. Allison would have been an eighth grader at Jackson this year.

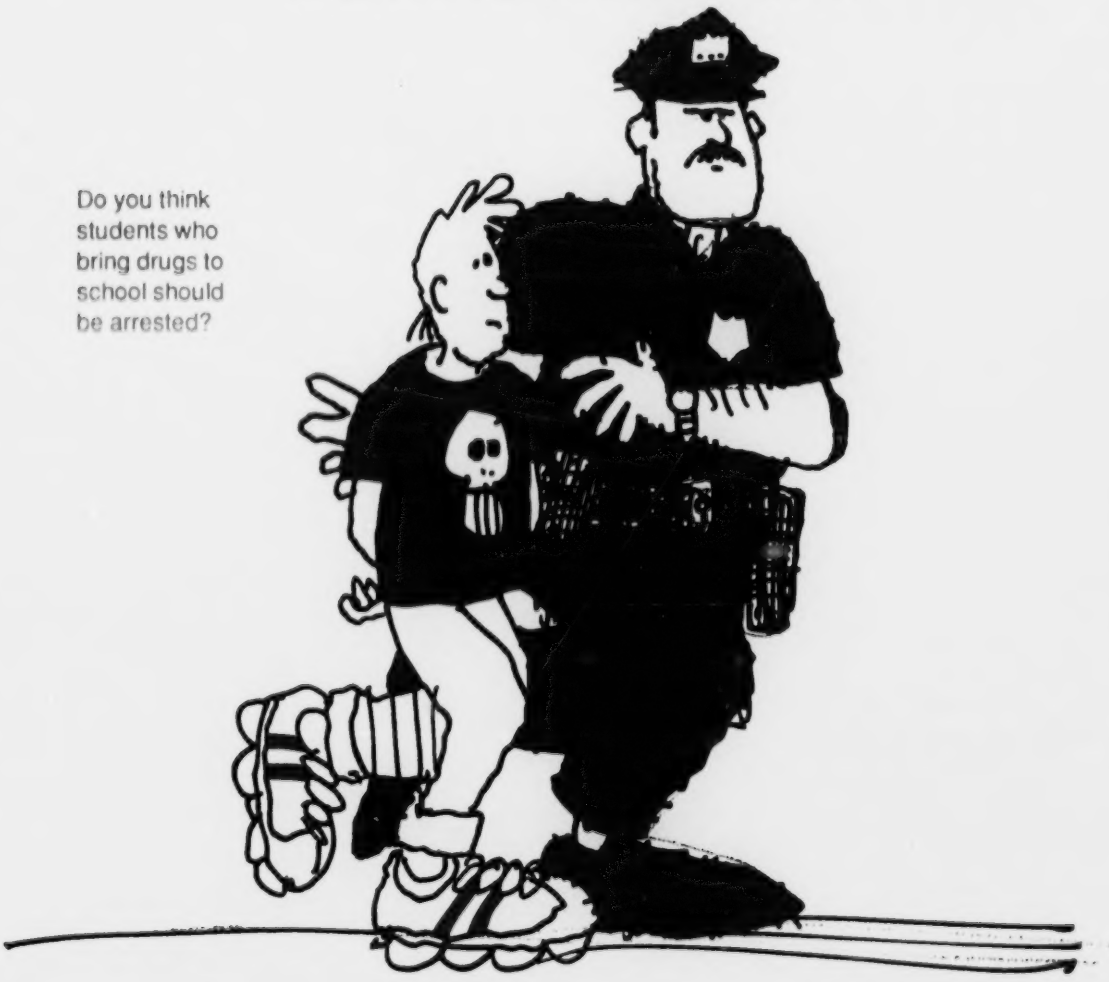
How are families affected when their children use drugs?

September: Four students were suspended for bringing drugs on campus and three Jackson students were arrested for possession of drugs off campus.

November - December: Another six students were suspended for bringing drugs and alcohol on campus. Five more Jackson students were arrested for possession of drugs at the "Winter Holiday Dance" sponsored by the Lions Club at the Community Center.

January: The police called Ms. Sage on Monday, January 9, to report that six eighth-grade boys had been arrested over the weekend for selling PCP.

Do you think students who bring drugs to school should be arrested?



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Examining the effects of the problem

Work with your partner to develop answers to the following questions. Write your answers in the spaces below. You will be asked to share your answers with the class.

What effects might the problem with drugs at Jackson Middle School have on

students?

teachers?

principals?

parents?

the community?

the reputation of the school?

the student activity program?

other groups and individuals?

Sharing and discussing your answers

Each pair of students should be given the opportunity to explain their answers to the above questions. If you hear good answers you and your partner have not thought of, you should add them to what you have written.

Reviewing and using the lesson

1. What problems with the use of drugs in schools have you heard about that are similar to those in this lesson?
2. List and explain who you think should be responsible for dealing with the problems of drugs in the schools.

3 What can you learn from newspapers about the national drug problem?

Jackson Middle School's problems with drugs are common to many communities in our nation. The articles on the next three pages are actual articles or are modeled after articles from major newspapers in the United States. They will help you understand more about how serious this problem is. Read the articles and write your answers to the questions that follow.

The Washington Post

September 18, 1986

Youth, 13, Arrested in 'Crack' Sale

■ **New York**—A youth, 13, who said he was offered $100 a day to sell the drug, "crack," was arrested after selling two vials to an undercover officer on a Queens street corner and was charged with criminal sale of a controlled substance and juvenile delinquency, police said.

The youngster told police that he was working with a man, 20, who approached him two days ago and offered him the $100-a-day job selling the potent cocaine derivative, police said.

The Washington Times
Thursday, May 4, 1989

Drug war starts at home — teens

By Chris Harvey
The Washington Times

Hooded teen-age drug dealers, identified as Youths A and B, yesterday left congressmen with a message identical to one voiced by dozens of honor students: To attack the drug epidemic, start with the family.

"Parents got to get together with kids and start talking...start sharing some secrets with kids so kids won't be scared to share some with them," said Youth B, a 16-year-old convicted drug dealer.

"They should attend some PTA meetings with their children...check up on them more often, to let them know they're concerned," said 18-year-old convicted drug dealer Youth A.

The two drug dealers, who wore cloth hoods to mask their identities, were among the dozens of teenagers yesterday who appeared before a House subcommittee to offer insight and advice on the District's drug problems.

Both drug dealers said they were lured into crime by friends, and were attracted by the fancy cars, fine clothes, and the feeling of independence associated with big drug money.

"I have a mother and a father, they're very wealthy, but I choosed to be with the wrong crowd. I choosed to be self-dependent. I did it of my own free will," said Youth A, who told congressmen he began dealing marijuana in the fifth grade, earning about $150 a day.

Before his arrest at age 17, Youth A was earning $20,000 to $30,000 a week trafficking harder drugs, he said—more than enough to buy a $19,000 BMW.

"I had some problems. I felt, 'Why should I deal with the problems when I could hustle?'" said Youth B, who refused to elaborate on the extent of his problems. "It was fast money. It didn't take a lot of work."

Besides a lack of parental communication with children, Youth A blamed the pervasive problem on "some people that are not dedicated to their jobs." He claimed he knew of policemen who accept bribes, but gave no specifics.

The Daily Courier

SIX EIGHTH GRADERS ARRESTED FOR SELLING MARIJUANA TO FRIENDS

Six eighth-grade students were arrested today for selling $5 "baggies" of marijuana at Jennings Junior High School. The students said they sold drugs in order to buy marijuana for their own use. Fifty baggies of marijuana were found in a student's locker. They bought the drugs from "a friend" at Boone Park for $2 a baggie. The boys are in custody of juvenile authorities.

The Washington Post

September 24, 1986

Cocaine Killed Boy, 9

HEREFORD, Tex.—Manuel Saucedo, 9, who was found unconscious last month and later died, was the victim of a severe reaction to cocaine, Amarillo pathologist Ralph Erdmann said.

He said the boy had taken the drug at least once before but that he could not determine the number of times.

A trace of heroin also was found in the body, authorities said. It is not known how the boy obtained the drugs, they said.

Los Angeles Times

Tuesday, October 7, 1986

Boy, 9, Poisoned by Cocaine in School

By Nieson Himmel
Times Staff Writer

Classmate Allegedly Obtained Drug From Mother's Boyfriend

A fourth-grade student brought a bag of rock cocaine, allegedly provided by his mother's boyfriend, to his classroom at a Central Los Angeles elementary school Monday and, while the teacher was distracted, at least one child ingested some of the substance and later suffered convulsions, authorities said.

Several other pupils were examined by doctors, but none of them appeared to have ingested the drug, Los Angeles Unified School District officials said.

A team of school district doctors and nurses were sent to Martin Luther King Jr. Elementary School, 3989 S. Hobart Blvd., after the school's nurse reported shortly before noon that several youngsters had "come into contact" with a suspicious, powdery substance.

The substance was later officially identified as "rocks," a crystallized form of cocaine, and several youngsters were kept under close observation for possible narcotics poisoning.

School district spokeswoman Eva Hain said only one child, a 9-year-old boy who ingested some of the drug, appeared to have suffered ill effects. This child, she said, was hospitalized for a time after going into convulsions, but was later released.

Los Angeles police spokesman Cmdr. William Booth said the cocaine was brought to class by a 9-year-old boy who told investigators he had been given the drug over the weekend by his mother's live-in boyfriend.

Boy Was Asked to 'Hide' Drugs

Booth said the boyfriend had asked the youngster to hide a "baggie" containing about 20 "rocks"—with a street value of about $500—for him until he asked for it. Booth said the boy apparently "hid" the drug in his knapsack and brought it to school Monday.

Booth said it was his understanding that the baggie fell out of the boy's knapsack and was picked up by the other children in the classroom.

But school Principal L.M. Jenkins said she was told that the boy was sitting at a classroom table with 10 other students, and passed the bag around while the teacher was occupied at a different table.

As the children passed it from hand to hand, she said, the bag evidently was opened and at least one child "sampled" the substance. None of the other children appeared to have swallowed any of the drug, school district officials said.

Jenkins said the teacher confiscated the bag as soon as she noticed what was happening, and notified the school nurse....

Booth said the boyfriend, ... who lived with the mother and child in the 1700 block of West 46th Street, was arrested and held in lieu of $5,000 bail after being booked on suspicion of furnishing narcotics to a minor.

Southwest Division police said they questioned the boy's mother, but she was not arrested. The boy was placed in the custody of juvenile authorities as an endangered child, officers said.

Los Angeles Times

Friday, October 14, 1988

TASK FORCE ARRESTS 83 IN DRUG SWEEP NEAR SCHOOLS

By John Kendall,
Times Staff Writer

Members of a special task force descended on 15 Los Angeles schools and arrested 83 suspected drug peddlers in an operation designed to deliver the message that such activity will not be tolerated near school grounds, U.S. Atty. Robert Bonner said Thursday.

The crackdown—described as the first of its kind in the nation under a tough federal schoolyard law—was aimed at "hot spots" where drug dealers operate on sidewalks, in alleyways and in houses near schools.

The arrests, over a 12-hour period Wednesday, were made by 250 Los Angeles Police Department narcotics officers and special agents of the U.S. Drug Enforcement Agency posing as drug buyers at schools scattered from the San Fernando Valley to Wilmington.

"With this operation, we are sending a strong and clear message that we will not tolerate drug dealing near our schools," Bonner said at a joint press conference with city and county officials. "The time has come to reclaim our schoolyards, and our children, from exposure to drug dealers.

"By vigorously enforcing the federal schoolyard law, it is our intention to deactivate drug sale 'hot spots' near our schools—to create drug-free zones around our schools."

The federal statute, which prohibits the sale of illegal drugs in any quantities within 1,000 feet of a school, carries a mandatory minimum sentence of one year to a maximum of 40 years in prison, without possibility of parole.

Deputy Los Angles Police Chief Glenn Levant said one of the suspects arrested Wednesday was only 15 feet from children playing on a Van Nuys school ground. The ages of those arrested ranged from 14 to 49....

"People are shocked to learn that most of the heavy drug-trafficking areas in Los Angeles are in and around our schools, and yet it's true," Dist. Atty. Ira Reiner told reporters at Thursday's news conference. "What we need is to have our schools be a safe sanctuary for children, and that's what we in law enforcement are going to do with what we call zero tolerance."...

The Washington Post

Wednesday, May 7, 1986

Boy, 11, Charged With Selling PCP

Judge Says Child Acting for Adult Becoming More Common

By Elsa Walsh and John Ward Anderson
Washington Post Staff Writers

An 11-year-old boy was charged yesterday with selling PCP to an undercover police officer in a District neighborhood, an arrest that highlights the growing number of adolescents involved in the drug trade, according to law enforcement officials.

Sources said yesterday that the boy was arrested Monday in Southeast Washington and presented yesterday in D.C. Superior Court, and that he may be one of the youngest juveniles charged in a District court with drug distribution.

In addition, a police spokesman said police are investigating whether the boy may have been selling PCP for an adult, an increasingly common tactic used by adult dealers to insulate themselves from prosecution.

"I think that you are finding... that it has become more and more common in the street for adult pushers to use juveniles" to sell their drugs, said Judge Ricardo Urbina, the presiding judge of the District's family division.

According to police, the boy was arrested Monday afternoon after he approached an undercover officer in the 300 block of Ridge Road SE and sold the officer a $10 packet of marijuana sprayed with PCP, or phencyclidine....

Police statistics show that the youngest children arrested last year on drug offenses were three 11-year-olds, but a police official could not say whether those children were arrested for allegedly selling drugs or whether they were ever charged in court.

"We are seeing a tendency towards younger and younger people becoming involved both as couriers and dealers," said Lt. Robert Poggi of the police department's morals division.

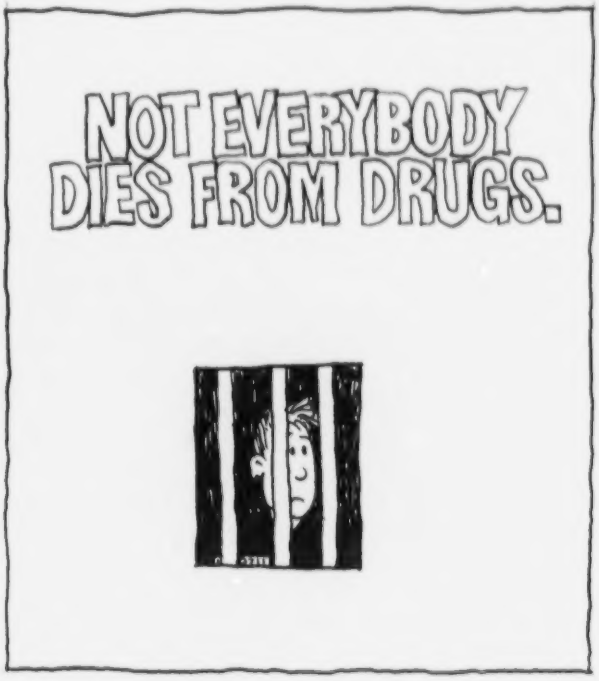
What do you think?

Write your answers in the spaces below.

1. What did you learn from the articles about how serious the drug problem is in the United States?

2. What did you learn from the articles about the effects of the use of illegal drugs on students, parents, and the community?

3. What stories like those in the articles have you heard about in your own community or seen on television?



What kind of anti-drug poster can you design?

Reviewing and using the lesson

1. What are the most important things you learned about the problem of illegal drugs from these articles?

2. Read the newspapers in your community and watch television news reports to see if you can find anything about the problem of illegal drugs in your community or state. Be prepared to report to your class what you have found.

3. In order to understand better the problem of drugs in schools and in the nation, create a Drug Bulletin Board. Bring articles from newspapers and magazines about drug problems and post them on the Drug Bulletin Board.

4. Create your own poster dealing with the problem of drugs in the schools.

How serious is the national drug problem?

One of the most difficult things to do when trying to understand a problem is to gather accurate information. In the last lesson, you reviewed newspaper articles to see what they told you about the problem of drug abuse in our nation.

Ms. Sage had read many newspaper articles about drugs. She also had seen the effects of the drug problem in her school. She wanted to learn more, so she asked the United States Department of Education to send her the results of scientific studies about the problem of drugs in the schools.

The Department of Education sent her a copy of *Schools Without Drugs*. It contained the information she needed and some suggestions about how to deal with the problem in her school.

The following is a summary of information in *Schools Without Drugs*. It explains how serious the problem of drugs is in our schools. Read the summary and graphs and be prepared to answer the questions that follow them.

How serious is the drug problem among younger students?

How serious is the problem?

The following facts were discovered as the result of studies of the drug problem in our nation.

The United States has the highest rate of teenage drug use of any industralized nation. The drug problem in this country is ten times greater than in Japan, for example. In 1986, fifty-eight percent of high school seniors reported they had used drugs. Thirteen percent said they had used cocaine in the past year. This is the highest amount of cocaine use ever reported. It is more than twice the amount reported in 1975.

Drugs are a serious problem not only in high schools, but also in middle and elementary schools. The percentage of students using drugs by the sixth grade has tripled since 1975. In the early 1960s, marijuana use was almost unheard of among 13-year-olds. Now about one in six 13-year-olds has used marijuana.

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Drug use is not limited to only certain groups or economic levels in our society; it affects the entire nation.

Misuse of even legal drugs can be dangerous, while all illegal drugs are dangerous. There is no such thing as safe or responsible use of illegal drugs.

Where do students get drugs?

A 1985 study showed that most teenagers who use drugs buy them at school.

Although the sale of drugs is controlled by adults, most students buy drugs from other students.

Why don't parents know when their child has a drug problem?

What do school administrators, teachers, and parents know about drugs?

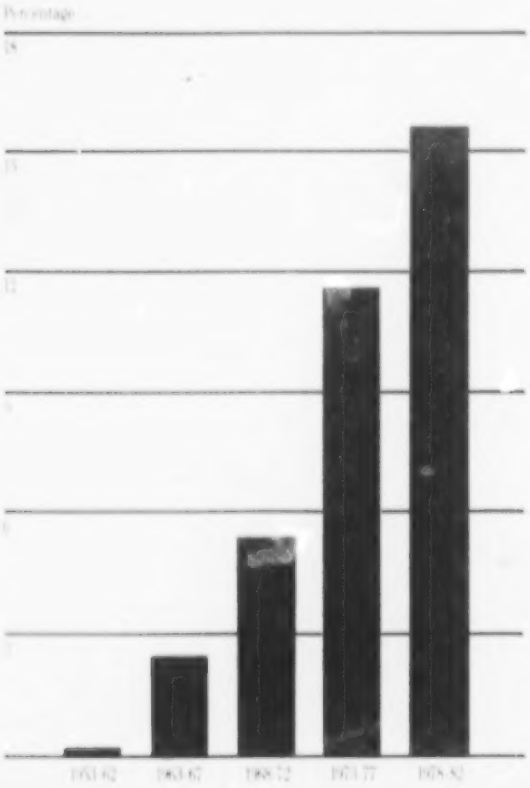
School administrators and teachers are frequently unaware that their students are using and selling drugs, often on school property.

Americans believe the use of illegal drugs is one of the most serious problems in our nation's schools. However, many Americans do not know how dangerous the problem is for their own children, their own schools, and their own communities.

Drug use among children is ten times greater than parents suspect. Parents do not know how many children are actually using drugs.

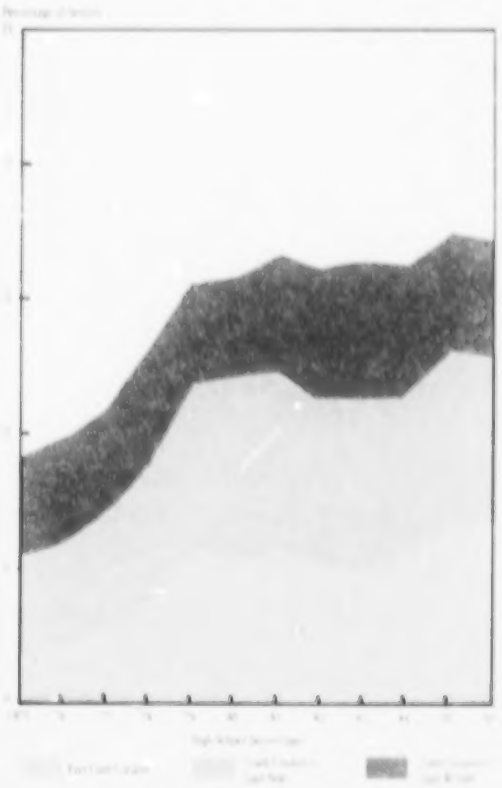
What do the following graphs tell you about the use of illegal drugs in our nation?

Percentage of 13-year-olds who have used marijuana, 1953-1982



Source: National Institute on Drug Abuse Household Survey, 1982

Percentage of high school seniors who have used cocaine



Source: Institute for Social Research, 1986

What do you think?

1. **At what grade levels is illegal drug use a problem?**
2. **If parents do not know that their children are using drugs, how might this affect the problem?**
3. **If school administrators and teachers do not know that students are using drugs, how might this affect the problem?**

How bad is the problem in Ms. Sage's school?

Ms. Sage read the facts in the report of the United States Office of Education. She knew how bad the problem was in the nation. She also knew there was a problem with drugs in her school. She did not know how bad the problem was.

Ms. Sage was pleased to learn that many students in her school were also worried about the problem. A group of eleven students asked to meet with her on Monday afternoon. They said that the drug problem at Jackson was much worse than most adults suspected. They wanted Ms. Sage to do something right away to help solve the problem.

How can Mrs. Sage find out more about the drug problem at Jackson Middle School?

Ms. Sage decided the first thing she needed to do was to learn more about the problem in her school. She was not sure which was the best way to gather the information she needed, so she asked a group of students to suggest ways it might be done.

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How would you gather information?

Suppose Ms. Sage asked your class for help. Meet in groups of about three to five students and list ways you could gather information about the drug problem in Jackson Middle School. To do this, answer the following questions and be prepared to report your answers to the class.

1. Who are the people in the school who might help you gather information?

2. Who are the people in your community who might help you gather information?

3. What would be the advantages and disadvantages of each source of information you have identified?

Reviewing and using the lesson

1. What have you learned about how serious the drug problem among students is in our nation?

2. Why do you think more young people are using drugs than ever before?

What makes a good rule?

As Ms. Sage reviewed the information collected by her students, she realized the problem at Jackson was even more serious than she had thought. She knew she had to do something.

On Wednesday, Ms. Sage met with Dr. Matthews, the school superintendent, to discuss the situation at Jackson. Dr. Matthews said that several members of the community had talked to him about the problem. Members of the school board wanted to know what was going to be done.

Dr. Matthews asked Ms. Sage to help develop a plan to deal with the problem at her school. She thought about the situation and decided the school needed some new rules. She gave careful consideration to what makes a good rule.

What ideas are useful in making good rules?

To help you think about what is important in making good rules, read the following examples. Each describes a problem and a rule to deal with that problem. As you read, think whether the rule is a good one, and if not, why not.

1. Mrs. Abernathy, a high school principal, was upset because some students in her school had used drugs. She made the following rule: "Students caught having drugs in their possession will have to spend every lunch period and two hours after school in a detention room until they graduate."

2. Mr. Terranova, a high school teacher, was very concerned about students coming to his first period class under the influence of drugs, so he made this announcement: "Students coming to my class in any way vulnerable to the deleterious effects of an illegal substance will be immediately sent to the principal's office."

3. There were many drug problems in the country, so the President proposed a law which said: "All people must behave themselves and do the correct thing about drugs."

4. Dr. Matson, the superintendent of schools, was concerned about the drug problem in his district, so he made the following rule: "Any student suspected of selling drugs on a school campus will be immediately sent to juvenile prison."

Should students suspected of selling drugs be sent to prison?

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5. The governor of the state was concerned about the drug problem in schools in his state so he proposed a law that said, "Anyone caught selling drugs to minors will be stabbed and then shot."

6. In order to assist with the drug problems in a local middle school, the city council passed a city ordinance which said, "It will be against the law for middle school students to ride to school on bicycles."

7. In order to help stop the school drug problem, the student council made a student body rule which said, "Every boy will have to empty his pockets before he can enter a school dance."

Should students empty their pockets before entering a school dance?

Chart

For each of the above rules, answer the following questions, then fill in the chart on the next page. Be prepared to share your answers with the class.

1. What rule did the person or group make?

2. Why did the person or group think a rule was needed?

3. Aside from making a rule, what might be some other ways to deal with the problem?

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4. What are some things that might happen because of this rule?

5. What is wrong with this rule?

6. Would you keep this rule as it is, change it, or do away with it? Why?

Rule	Weakness	A good rule should

Reviewing and using the lesson

1. Use the above list of ideas for making good rules to evaluate the rules in your class or school.

2. Which of the above ideas would be useful in making school rules about drugs?

What should be considered in creating a plan to solve the drug problem?

In the last lesson you learned how important it is to make good rules. The next step, Ms. Sage decided, would be to get the support of the whole school. She decided that solutions to the drug problem would have to be the joint responsibility of administrators, teachers, other staff members, and students and their families.

Ms. Sage thought about what Jackson could do about its drug problem. She made the following list of some responsibilities the school had in dealing with illegal drugs.

What is the school's responsibility to provide a safe atmosphere for its students?

The school's responsibilities

1. **Health and welfare.** The school has the responsibility to protect the health and welfare of the students by

   protecting students. The school is responsible for protecting students who do not use drugs from the influence of those who do.

   helping students. The school is responsible for helping those students who have a serious drug problem.

   educating students. The school is responsible for educating all students about the dangers of drugs to help prevent them from using drugs.

2. **Enforcing the law.** The school is responsible for enforcing the laws and school rules against drug use by

   discovering students who are breaking the law. The school is responsible for finding out who is using drugs at school and informing the police.

   confiscating illegal drugs. The school is responsible for finding and taking away any illegal drugs that students might bring to school.

   disciplining students. The school is responsible for taking action against students found guilty of selling, buying, or using illegal drugs.

How should the school deal with students who use drugs?

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3. **Protecting individual rights.** The school is responsible for protecting important rights such as those included in our Constitution and Bill of Rights. This means protecting students' rights to

   privacy. The school is responsible for protecting students' rights not to be searched or to have their property searched without a good reason.

   fair treatment. The school is responsible for making sure that

   anyone suspected or accused of using illegal drugs is given a fair hearing. For example, students should have the right to present their side of the story.

   anyone found guilty of having or using drugs is treated fairly. For example, he or she should not be given a cruel or unusual punishment.

What do you think is a fair reason to search a student's locker?

What problems can arise in the community when students cut classes?

4. **Protecting the welfare of the community.** The school is also responsible for protecting the welfare of the community. The school is responsible for enforcing laws against illegal drugs so that the school does not create problems for the community. This includes

   making sure no drugs are bought, sold, or used in school.

   making sure students attend school and fulfill their responsibilities to learn and obey school rules.

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Evaluating solutions to the drug problem

How should students be involved in solving the drug problem?

Ms. Sage gave her list of school responsibilities to a group of students and asked them for their help. The students were to suggest ways that Jackson might fulfill each responsibility on Ms. Sage's list.

The students at Jackson Middle School made several suggestions. Pretend you have been asked to evaluate the suggestions listed on the next page. Your class should be divided into five groups. Each group will be assigned one of the proposals suggested by the Jackson students.

After your group has discussed these proposals, complete the Evaluation Form on pages 34 to 37. In your evaluation, use your knowledge of what makes a good rule. Consider how each proposal can help Jackson fulfill its responsibilities in dealing with the drug problem.

Proposals	
Group 1:	Once or twice each month the principal will conduct a surprise search of all student lockers and bookbags.
Group 2:	Any student found to have illegal drugs will be suspended from school for three days.
Group 3:	A peer counseling program will be started at the school so that students with personal problems can talk their problems over with other students.
Group 4:	The police will stop and detain any strangers seen loitering near the school.
Group 5:	A special drug education assembly will be held to demonstrate the dangers of drug abuse.

Evaluation Form

Each group should use the following form to evaluate the proposal it was assigned. Record the suggestion that your group is considering and evaluate it by answering the questions below.

Proposal

_____

_____

_____

_____

_____

_____

_____

1. Health and welfare.

   Protecting students. Would this proposal protect students who did not use drugs from the influence of those who did?
   Yes ____ No ____ Comment:

_____

_____

_____

_____

_____

_____

   Helping students. Would this proposal help those students who did use drugs to stop doing so?
   Yes ____ No ____ Comment:

_____

_____

_____

_____

_____

_____

Educating students. Would this proposal help educate students about the dangers of drugs to help prevent them from using drugs?
Yes ____ No ____ Comment:

2. Enforcing the law.

Discovering students breaking the law. Would this proposal help the principal find out who was using drugs at school so she could inform the police about them?
Yes ____ No ____ Comment:

Confiscating illegal drugs. Would this proposal help the principal find and take away illegal drugs that students might bring to school?
Yes ____ No ____ Comment:

Disciplining students. Would this proposal help the principal take action against students found guilty of selling, buying, or using illegal drugs?
Yes _____ No _____ Comment:

3. Protecting individual rights.

   Privacy. Would this proposal protect a student's right not to be searched or to have their property searched without a good reason?
   Yes ____ No ____ Comment:

Fair treatment. Would this proposal help make sure anyone suspected or accused of using illegal drugs would be given a fair hearing?
Yes ____ No ____ Comment:

4. Protecting the welfare and safety of the community. Would this proposal help protect the welfare and safety of the community?
   Yes ___ No ___ Comment:

5. **Conclusion.** Taking into account your evaluation of this proposal, would you support it, change it in any way, or reject it? Explain your decision.

Reviewing and using the lesson

1. Choose a proposal other than that assigned to your group. Write a letter to the editor of the Jackson Middle School newspaper giving your opinion of the proposal you have chosen.

2. Explain how fulfilling one of the school's responsibilities might conflict with fulfilling another responsibility. Then explain how you think such problems might be solved.

7 How can your class develop a plan for solving the drug problem at Jackson Middle School?

Developing a plan

Ms. Sage believes that her students probably can help her think of some good solutions to the problem of drugs in Jackson Middle School. She also believes that if the students help make the plan for their school, they will have a greater understanding and respect for it.

Suppose you are in one of the classes that Ms. Sage has asked to help her. Use the following procedure to develop a plan for solving the drug problem at Jackson Middle School. Your class should be divided into groups of about five students. Each group will develop a plan for Jackson Middle School. Each plan should include the following three things.

Prevention: Suggest ways the school can help to prevent students from using harmful drugs.

What are effective ways to prevent students from using drugs?

Discovery: Suggest ways the school can improve its efforts to find drugs on campus and determine the person or persons responsible.

Is this a fair way to search for drugs in school?

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Remedies: Suggest what should be done with students found guilty of selling, buying, or using illegal drugs at school.

How would you treat students who use illegal drugs at school?

Use what you learned to help you make a good plan. Record your suggestions on the following Planning Form.

Planning Form

Prevention. Suggest ways the school can help to prevent students from using harmful drugs.

_____

_____

_____

_____

_____

_____

Discovery. Suggest ways the school can improve its efforts to find drugs on campus and determine the person or persons responsible.

_____

_____

_____

_____

_____

_____

Remedies. Suggest what should be done with students found guilty of selling, buying, or using illegal drugs at school.

_____

_____

_____

_____

_____

_____

Evaluating your plan

In Lesson Six you learned to evaluate suggestions about ways schools might deal with their drug problems. You considered the proposed plans in terms of health and welfare, enforcing the law, protecting individual rights, and protecting the welfare of the community. You should now take the plan your group has developed and evaluate it using the following checklist.

Evaluation Checklist

Would your group's plan do the following:

	Yes	No	Explain your answer
Protect students who did not use drugs from the influence of those who did?	___	___	_____ _____
Help those students who did use drugs to stop doing so?	___	___	_____ _____
Help educate students about the dangers of drugs?	___	___	_____ _____
Help the principal find out who was using drugs at school?	___	___	_____ _____
Help the principal find and take away illegal drugs that students might bring to school?	___	___	_____ _____
Protect the students' rights not to be searched or to have their property searched without a good reason?	___	___	_____ _____
Help make sure that anyone suspected or accused of using drugs would be given a fair hearing?	___	___	_____ _____
Help protect the welfare and safety of the community?	___	___	_____ _____

Developing a drug prevention plan

You should now consider all the plans made by the different groups in your class and develop one final drug prevention plan that represents the best efforts of your entire class.

1. Each group should write its plan on chartpaper or the chalkboard, or make copies for all students in the class. Each group should explain its plan to the class.

2. The entire class should discuss each plan presented and consider its strengths and weaknesses.

3. The class should then develop a final plan taking into account the suggestions of each group. The plan should cover the following topics:

   - purpose
   - prevention
   - discovery
   - remedies
   - conclusion

Presenting your plan

It is now time to present your drug prevention plan to your principal or other interested people in your school or community. There are a number of ways to present your plan.

1. Ask your teacher to arrange to have your principal or other interested people visit your class to hear representatives explain your plan.

2. Ask your teacher to arrange to have your class present its plan to a PTA meeting, a meeting of your school board, or to another interested group.

3. Arrange to present your plan to a meeting of your student government.

Program review

1. Return to the first lesson in the text. Read what you wrote in the first activity. Has your opinion changed? If your opinion has changed, what do you believe now?

2. Could the drug problems at Jackson Middle School happen at your school? Why or why not?

3. Did you learn anything about the extent of the drug problem in the United States? What about in your own community?

4. Do you think that it was correct to make the entire school responsible for the drug problem at Jackson Middle School? To what extent are drug problems in schools a community problem?

5. Do you think the lesson on developing good rules will help you judge the difference between a good rule and a bad rule? Why?

6. Were you satisfied with the final drug prevention plan the class wrote? Why or why not?

7. Send a copy of your drug prevention plan to the Center for Civic Education so it can be shared with other schools in the nation. Mail your plan to

Exercises in Participation
Drugs in the Schools
Center for Civic Education
5146 Douglas Fir Road
Calabasas, California 91302

Credits

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